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DIFFERENTIATING OBJECTIVES AND BEHAVIORS IN A CITY-WIDE CURRICULUM GUIDE IN READING.

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THE GOALS AND PATTERNS OF THE READING CURRICULUM FOR KINDERGARTEN TO GRADE 12 IN TRENTON, NEW JERSEY, ARE PRESENTED IN A RESOURCE BOOK WHICH INCLUDES DESCRIPTIVE STATEMENTS OF LEARNER CHARACTERISTICS AND CHARTS TO BE READ HORIZONTALLY FOR SKILLS AT EACH DEVELOPMENTAL LEVEL AND VERTICALLY FOR SKILLS PROGRESSING FROM KINDERGARTEN THROUGH GRADE 12. SOME OF THE TOPICS DISCUSSED ARE THE ROLE OF THE COORDINATOR FOR DEVELOPMENTAL AND CORRECTIVE READING, INSERVICE TRAINING, THE DIFFERENTIATION OF LEARNING BEHAVIORS FOR CONTINUOUS INSTRUCTION, AND THE CONTINUAL EVALUATION OF TEACHING TECHNIQUES AND RELATED PUPIL BEHAVIORS. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (MC)

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DESIGNING A READING CURRICULUM

WRITING A CURRICULUM GUIDE

"Differentiating Objectives and Behaviors in a City-Wide Curriculum Guide in Reading"

The designing of a reading curriculum and its presentation as a written Guide constitute a vital aspect of curriculum development. More important, however, than the concrete evidence provided by the written Guide of the philosophy underlying the teaching of reading in a large city school system and tested approaches toward stated goals, is the change in personnel involved. Although measurement of change in the philosophy and attitude of teachers of reading is not readily assessed, its importance ranks with any other outcome in the writing of a curriculum Guide. Although partly prescriptive, a reading Guide should primarily be an intelligent, working consensus of teachers of reading.

The differentiation of objectives and behaviors, i.e., the desired outcomes and the effective approaches to their realization,

is in essence the crux of any published Guide for the instruction of reading. "Only with knowledge of goals," states Smith, "can the instructor know what he is to teach, the student what he is to learn, and the evaluator what he is to use as a criterion of training success" (5). The exploration of the topic is a natural dichotomy: goals and patterns.

The goals are the achievement of greater efficacy in the use of fundamental reading skills. These fundamental skills include the development of word perception and comprehension and the use of these in the content areas and in the quest for personal values.

Because reading involves sequential skills and is taught in stages, the Reading Guide of the Trenton, New Jersey school system is patterned as a chart for each of the five stages described, preceded by a description of the developmental characteristics of children at the level concerned, with implications for the most effective instruction of reading.

Each chart is divided into two areas and four columns.

Developing Fundamental Skills	
Word Perception Skills	Comprehension Skills
Using Fundamental Skills	
Reading in Content Areas	Reading for Personal Values

The Guide lists the expected actions or desired behaviors at each stage. It is the responsibility of each teacher to supply the experiences and use the activities suggested which will allow children to reach the desired behaviors most effectively.

Developmental Reading

All students in the Trenton school system receive instruction in developmental reading from grades one through twelve. In the elementary schools, the classroom teacher and a reading coordinator are responsible for this program. Because the role of the reading coordinator is a relatively new one, the role should be delineated.

Role of Reading Coordinator

The reading coordinator's responsibilities include:

-- demonstrating reading skills in classroom situations

-- planning reading programs with classroom teachers

-- conducting in-service seminars with classroom teachers

-- diagnosing reading skills of children

-- assisting in identification of reading problems through standardized and specialized testing programs

-- providing evaluation and feedback to teachers from conferences, workshops, consultant services, and research

The philosophy of the coordinator program is that better reading performance throughout the school will be achieved more rapidly and more effectively by strengthening the knowledge and resources of the classroom teachers, rather than by relying on a corps of special teachers to take over the classroom teacher's problems. The emphasis is on an improved developmental reading program by helping teachers to understand developmental needs of students at various stages in reading and "what" to do.

In the junior high schools special classes have been established for the teaching of developmental reading skills. On this level, too, a coordinator is available for in-service help and suggestions.

Content Reading

Mastery of content skills must be nurtured throughout the grades. Coordinators are assigned to the junior high schools to aid teachers of subject-matter courses with their knowledge of improved techniques of reading instruction.

For years it has been recognized that reading in content fields imposes demands not met by training in developmental reading programs. Research has shown, too, that general reading ability is not a predictor of success in all academic areas and that even students of good reading ability show variations in comprehension, vocabulary, and rate, depending on the content. Yet, little has been done in actual content classes to help secondary students and teachers satisfy these needs.

A coordinator in each junior high school conducts seminars with teachers of various subject areas to help them identify reading skills needed in various subjects. Coordinators are available to all classes for demonstrations of "how" to help students handle necessary materials. They make available a variety of instructional materials for students who need specialized instruction.

In the senior high school the team teaching approach encourages the teachers and provides reading instruction in content classes with help for all ability groups. Students are purposefully guided through assigned material and are stimulated to read at varying rates for a variety of purposes.

"Team teaching," says Margaret J. Early, "is a concept of vital importance to the secondary reading program. Because reading cuts through all curriculum areas, the improvement of reading has been a task for team teaching. Or it should have been. For even though reading may be taught as an 'extra subject', instruction is ineffectual unless it is integrated with the teaching of content. Accomplishing this integration requires teamwork" (3).

Corrective Reading

Realizing that the program would be remiss without a total approach, a corrective and an enrichment program have been included.

Each junior and senior high school has a staff member skilled in handling youngsters with mild to more severely corrective needs. Tutors

are recruited from several nearby colleges for elementary age children. With some "on the job" training these students often provide the extra "pull up by the bootstraps" and the attention that help solve younger children's needs.

Enrichment Reading

In an attempt to add variety to the program, a corps of volunteers, all college graduates, have been recruited to work with small groups and individuals. Use of community resources in this way adds new dimensions to the experience approach and gives additional service to potentially "able" students.

Federal funds have been utilized for additional summer programs to focus on the special reading needs of the language and experience impoverished child to help him build a frame of reference for learning "how" to read, especially in the readiness and beginning reading stages. "The first three years of the elementary school are critical. If learning is not successful and satisfying in these years, the entire educational career of the child is seriously jeopardized. The child's interest in school learning, the problems of the school dropout, and the educational and vocational career of the individual are largely determined by what takes place in the first few years of public school."

"A longer school day, summer programs, small group instruction, teacher assistants and tutoring programs, the aid of specialists, the use of diagnostic instruments, and the development of more effective instructional materials for this age group should all contribute to the

educational development of these children" (1).

The Differentiation of Learning Behaviors

In a survey of this limited scope, the described goals must needs be viewed as minimal and the learning behaviors implementing and fulfilling these goals must be evaluated. A Guide on the instruction of reading may well consider the following actions or behaviors: In the area of Word Perception Skills, behavioral outcomes may include the pupil's ability to recognize, perceive, associate, identify and discriminate. In the area of Comprehension Skills, he should be able to recall, use, understand, interpret, apply and analyze. In his Reading in Content Areas, the pupil should grow in his powers of selecting, determining, using, adjusting, locating and organizing. In his Reading for Personal Values, he should grow in his ability to listen, join, appreciate, enjoy, gather and evaluate.

Any Guide listing behaviors and objectives is merely suggestive. It is the responsibility of each teacher to modify, delete and to add to the list.

Examples of desirable behavioral activity on the various levels of reading are stated as follows in the Reading Guide of the Trenton Schools:

> Associates printed forms with sounds and meanings of spoken words. The teacher's objective is implementation to attain this goal. Suggested to her in the "Guide" as activities to achieve this are: bulletins and signs; pictures accompanied by captions; printed signs needed in play, "Stop", "Jump";

child's dictated story, experience, or poem accompanying his picture; labeled containers from which materials are obtained; titles on books, names of songs in music, records, books.

Observes likenesses and differences in sounds of words. The teacher's objective is implementation to attain this goal. It is suggested in the "Guide" that she might accomplish her goal through tone games, rhyming words, and records to distinguish familiar sounds.

Further aids are included in a special section of the Guide. They include the following topics: Developing Auditory Perception and Discrimination; Developing Visual Perception and Discrimination; Teaching Vocabulary; Teaching the Use of Context Clues; Teaching Main Ideas; Teaching Organizational Skills; Teaching Locational Skills; and the Development of Abilities in Critical Reading.

Teaching techniques are included for: Writing Experience Charts; the Directed Reading Activity; SQ3R and Other Study Techniques; Building Study Guides. Some Typical Classroom Activities (on various levels), Basal Readers, Audio Visual Aids, Instructional Materials, Diagnotic Measures, Library Books, and References for Teachers, complete this section.

Preparation of the Written Guide

The preparation of the written Guide had a two-fold purpose: first, the in-service training of teachers-about new practices, new findings about the learning processes-for the betterment of each individual

through a realistic instructional program for all youth in the advancing technological culture; and secondly, the creation of a repository of philosophy, goals, and practices for the ready reference of all teachers.

Experience has revealed that Guides, written by a select group appointed by a central authority and handed down for classroom use, are unsatisfactory. Consequently, the preparation of the Reading Guide for the Trenton Schools involved the people most intimately concerned and held the belief that the interaction of personalities and the exchange of ideas in the preparation of the Guide was as important as the final product, the Guide itself. With these thoughts in mind, the teachers of reading in Trenton, New Jersey commenced the creation of the Guide with three ideas: first, it would be a total all-city approach to reading; secondly, it would include a curriculum committee of as many as possible of those who were directly involved with reading practices in the schools; and thirdly, there would be a "built-in" in-service program.

Motivating Concepts

Motivating concepts which guided the work of preparing the Guide included the belief that:

-- Continuous instruction in reading for all pupils from kindergarten to grade twelve is necessary.

-- Learning to read is a highly complex process, completely interrelated with the other language arts and closely integrated with all aspects of growth.

-- The reading process is developmental and continuous, building upon past increments of skills, habits, attitudes and experiences.
-- Children learn to read at different rates; the rate of the individual child varies.
-- Learning to read through first-hand experiences and through direct contact with the environment facilitates the process.
-- Reading skills are learned through consistent and systematic practice and help.
-- Reading skills should be taught in connection with content subjects throughout the grades.
-- Reading skills and concepts peculiar to special areas, such as, shop, home economics, music, health and physical education, fine arts, etc., should be taught in the classrooms, through the activities, and by the teachers where these subjects are taught.
-- Reading develops critical thinking, expands interests, stimulates tastes, extends sources of pleasure and satisfaction, and broadens learning.

Use of Periodic Brochures

In an urban system there is generally the infusion of many ethnic groups which pose varying learning problems. There are varying ability groups who must also be considered. While Guides must be written developmentally to include all learners, provisions for

special needs must be made. It was decided that brochures accompanying Guides, or written periodically, would serve this purpose.

The Slow Learner, the Gifted, the Underachiever, all warranted special treatment with individually written guides to accompany the major resource book. The disadvantaged child became the subject of many additional brochures. As Deutch points out, "The culture of his environment is a different one from the culture that has molded the school and its education technique and theory" (2). These children have relatively little intellectual stimulation of the kind valued by the school. They show language deficiencies and poor reading and achievement levels since "the lower class is not a verbally oriented environment" (2).

"Methods and materials which serve the average child will not seem to help the culturally deprived child acquire the critical communication and computational skills which are so necessary to achievement of educational goals...The gaps between the learning tasks and the 'readiness' of the children are a source of frustration to the teachers as well as the children. All too quickly, the teacher and the child are ready to give up the struggle both with a terrible sense of being defeated" (6).

Continual Evaluation

The curriculum designed, the Guide written, the experiences must still be arranged daily to allow all children to respond to their environment and to interact favorably with the school. The focus is on the teacher who initiates the change. Robert Karlin of Queen's College stated recently: "Programs are not as important as the teachers who administer them" (4).

It is the teachers themselves who must plan together, assess programs, and effect improvements. They must continue to study new approaches and improve instruction. They must review professional materials and attend workshops and conferences. A curriculum program is primarily an in-service program. As a prime objective it has the goal of continuous improvement of its offering to the pupils. As a result, it anticipates the supplying of all teachers with excellent reference material. Continuing teacher education, planning, and in-service programs are important conditions influencing reading development in a school system.

Summary

The writing of the Guide was primarily a systematic structuring of objectives or goals to be attained. The reading curriculum, not the written Guide alone, must be the paramount factor which fuses all skills, study habits, appreciations and thought processes which the student needs to read efficiently.

The committee which wrote the Guide was composed of those persons responsible for the reading program in the Trenton Schools. Coordinated by the Director of Reading, the group included reading coordinators, representative principals, teachers representing self-contained classrooms, and some personnel from departmental set-ups in the secondary schools.

Emerging as a resource book, the Guide became a publication which included descriptive statements of learner characteristics, charts to be read horizontally for skills at each developmental level

and vertically for skills progressing from kindergarten through grade twelve, varieties of teaching techniques, and instructional books and materials. To meet the needs of pupils from varying socio-economic levels and those with wide-ranging learning abilities, periodic brochures brought additional information and materials to those concerned.

Differentiated objectives and their related behaviors were explored on a city-wide basis. The objectives, it was agreed, may arise from inferences about the needs of the groups but the specific behaviors must be unique to each individual in the group. Behaviors which might be reasonably expected were listed sequentially on charts. The teacher was free, however, to implement the objectives through any creative classroom teaching techniques.

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GUIDE FOR TEACHING READING
KINDERGARTEN TO GRADE TWELVE

Trenton Public Schools

A POINT OF VIEW ABOUT READING

The Purpose of the Guide
The Community It Serves
The Learners It Serves
What This Means for Reading

CHARTS ON THE DEVELOPMENTAL LEVELS

Readiness
Beginning Reading
Developing Independence
Rapid Progress and Increased Efficiency
Refinement and Gaining Proficiency

UNDERSTANDING WHAT THEY ARE LIKE

DEVELOPING FUNDAMENTAL SKILLS

WORD PERCEPTION
COMPREHENSION

USING FUNDAMENTAL SKILLS

READING IN THE CONTENT AREAS
READING FOR PERSONAL VALUES

GROWING THROUGH READING EXPERIENCES

Libraries: Primary, Intermediate, Junior High, and For the Slow Reader
Suggested Activities for Developing Reading Skills
Reading Experiences in the Classroom
Teaching Techniques

TEACHER REFERENCES

DESIGN OF K TO TWELVE READING PROGRAM

Coordinated and Supervised by the Director of Reading

SECONDARY

Class Sectioning based on Iowa Reading Comprehension Scores

7
8
9

DEVELOPMENTAL READING	READING IN THE CONTENT AREAS	ENRICHMENT PROGRAM	CORRECTIVE PROGRAM
READING TEACHERS Departmentalized Classes Three developmental reading classes per week or CORE programs	READING COORDINATOR to aid the subject area teachers in teaching reading skills of each particular subject in the regular classrooms	CONTENT TEACHERS LIBRARIANS (Classroom, School, and Public)	REMEDIAL READING TEACHER to handle mild to more severely corrective needs outside regular classroom

EDUCABLE CLASSES

Class Sectioning based on Iowa Reading Comprehension Scores

10
11
12

DEVELOPMENTAL READING	READING IN THE CONTENT AREAS	ENRICHMENT PROGRAM	CORRECTIVE PROGRAM
ENGLISH CLASSES Special Help for the slow learner	READING TEACHERS to act as "team" teachers, teaching reading skills in the content area classes	HUMANITIES CLASSES Advanced Reading Program	READING LABORATORY Remedial Help for slow learners Additional Aids for superior students

CONTINUAL IN-SERVICE PROGRAMS FOR ALL STAFF THROUGHOUT YEAR

SUMMER WORKSHOPS FOR TEACHERS
- to give additional training to reading coordinators
- to provide in-service training for teachers

SUMMER READING PROGRAMS FOR CHILDREN
- to bridge gap of summer vacation
- to enrich programs for average, slow, and able students

DESIGN OF K TO TWELVE READING PROGRAM

Coordinated and Supervised by the Director of Reading

ELEMENTARY

K READINESS

	DEVELOPMENTAL READING	READING IN THE CONTENT AREAS	ENRICHMENT PROGRAM	CORRECTIVE PROGRAM
1	CLASSROOM TEACHER Self-contained Class	CLASSROOM TEACHER Self-contained Class	CLASSROOM TEACHER Self-contained Class	CLASSROOM TEACHER Self-contained Class
2			READING COORDINATOR to act as resource person	READING COORDINATOR to act as resource person for materials and methods
3	READING COORDINATOR to aid the classroom teacher in diagnosis and evaluation also in the selection of appropriate materials and methods	READING COORDINATOR to act as resource person for skills and materials needed in content areas	CORPS OF VOLUNTEER READING TEACHERS AND TUTORS to work with small groups and individuals — for extension of language and experience programs	CORPS OF PARTTIME READING TEACHERS AND TUTORS FROM LOCAL COLLEGES to work with small groups and individuals who need additional instruction
4			LIBRARIANS (Classroom, School, and Public)	
5				
6				

EDUCABLE CLASSES

CONTINUAL IN-SERVICE PROGRAMS FOR ALL STAFF THROUGHOUT YEAR

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